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ABSTRACT

The National Association of School Psychologists (NASP) represents 21,000 school psychologists and related professionals throughout the United States and abroad, from first-year graduate students to doctoral-level researchers and practitioners. Although most members work directly with students in schools, NASP members are also supervisors, administrators, trainers, researchers, counselors, and consultants serving all ages of children and youth. Topics covered include: (1) a review of current initiatives in the form of letters from the presidents; (2) "Introduction to NASP"; (3) NASP Mission Statement; (4) "Support for the Profession"; (5) "Support for the School Community"; (6) "Support for Parents and Families"; (7) "NASP Financial Information"; and (8) list of "1998-1999 Officers and Directors." Amid a broad review of the profession, an important theme of this report is crisis intervention in response to school violence. (EMK)

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Support

National Association of School Psychologists Annual Report

1997 - 1998

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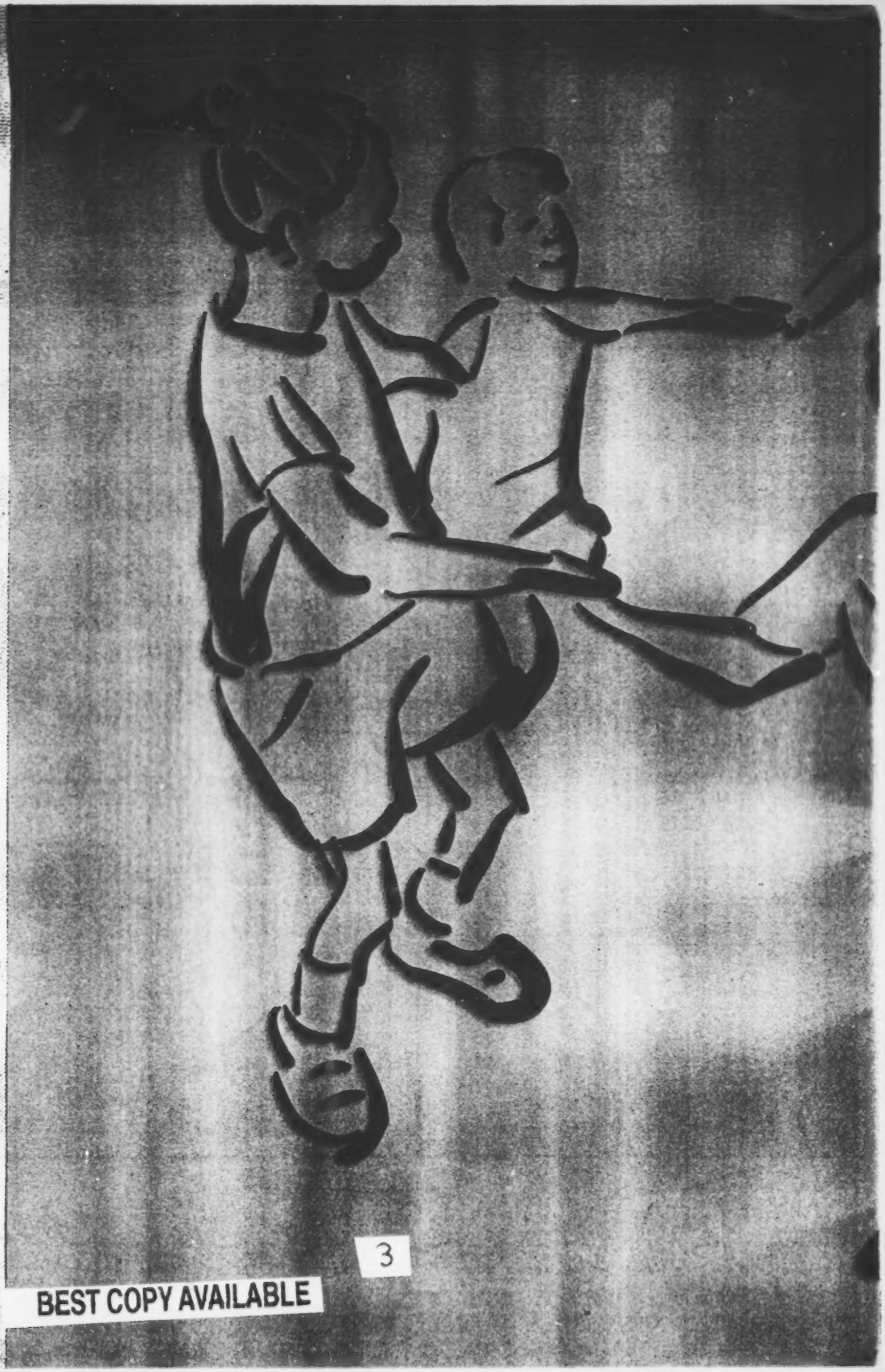

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Presidents' Letters

No one could have imagined a school year like 1997-98 when troubled children brought guns to school and used them to hurt their peers and teachers. The tragedies that captured national attention reinforce the need for safe and effective school communities. NASP continues its work to support children, families and school personnel with our caring work in prevention, early identification of learning barriers, and mental health and education services.

These pages reflect a busy year. In addition to our crisis response and intervention work, we reached out with valuable resources for educators and families. We launched a new mental health and education center to disseminate free user-friendly information. We focused attention on the delivery of comprehensive services and gathered people from many agencies and interest areas to talk about service delivery. We initiated a tolerance-in-action campaign to increase understanding and skills among the nation's children who will grow up in an increasingly diverse world. And, our association's membership grew to its highest point ever.

In summary, as our 1998 School Psychologist of the Year Larry Michael said, "We believe that all children have the right to be successful; we work to give parents, teachers and kids the tools to help make this possible."

DEBORAH CROCKETT, PH.D., NCSP • 1997-98 PRESIDENT

NASP efforts to support the school community succeeded twofold: first, with publication of *Early Warning, Timely Response: A Guide to Safe Schools*, published in collaboration with the American Institutes for Research; and secondly, through our enhanced web page, reaching a greater audience with timely and useful information. The coming year promises to continue the momentum toward comprehensive services delivery while our membership grows. In its thirtieth year, NASP continues to make a difference.

ALEX THOMAS, PH.D., NCSP • 1998-99 PRESIDENT

Introduction to NASP and School

The National Association of School Psychologists represents 21,000 school psychologists and related professionals throughout the United States and abroad, making it the world's largest and most effective organization for school psychology. NASP membership reflects the whole profession, from first-year graduate students to doctoral-level researchers and practitioners. While most work directly with students in the schools, NASP members are also supervisors, administrators, trainers, researchers, counselors and consultants. The children and youth they serve range from newborns to college students.

Psychologists

School psychologists are highly qualified professionals found in every school system in the nation. They combine skills in child development, mental health, assessment, and learning theory to ensure that every child learns in a safe, healthy and supportive environment.

to NASP

It takes a minimum of 60 graduate semester hours, including a year-long internship, to become a school psychologist. Each is certified and/or licensed by the state in which he or she works, while many are also certified by the National School Psychology Certification Board. Extensive training in assessment, problem solving, intervention and consultation uniquely qualifies school psychologists to bring together regular and special education, parents, teachers and the school community.

There is no better way to measure a professional organization's success at representing its field than by the rate of its membership growth. NASP ended the 1997-98 year with its all-time highest membership of 20,902. An active and capable cadre of volunteer leaders and a dedicated staff continue to do the work of NASP. The use of technology keeps operations efficient and cost effective as the Association continues its steady growth.

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Our Mission

The mission of the National Association of School Psychologists is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

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for the Profession

NASP celebrated 30 years of comprehensive professional development with its Annual Convention in Orlando, Florida. Entitled "Linking Support Systems for Students and Families," the Convention addressed some of the most challenging issues facing schools today including crisis prevention and intervention, safe schools and multiculturalism. Children from Orlando's Cypress Elementary School, who received vital services from the NASP National Emergency Assistance Team after a devastating tornado ripped through their school, participated in the Convention's opening session with multicultural songs, dances and expressions of their appreciation.

The Nationally Certified School Psychologist (NCSP) program continued to set the standard for professionalism within the field of school psychology. There are currently over 11,100 Nationally Certified School Psychologists. The NCSP system is now fully automated, allowing up-to-the-minute tracking of individual professional development hours. To ensure the NCSP credential keeps pace with the constant evolution of the profession, NASP also implemented a major revision of its *Professional Conduct Manual, Principles for Professional Ethics and Standards for the Provision of School Psychological Services.* These new standards guide delivery of school psychology services throughout the country.

NASP demonstrates its deep commitment to diversifying the school psychology profession through its Minority Scholarship Program. Sherrie Lynn Proctor, a graduate of Spelman College and an outstanding school psychology student at the University of South Florida, was the first to be awarded $5,000 to support her studies. This award, made possible through the generous donations of members and friends of school psychology, recognizes that the unique perspectives and experiences of school psychologists from diverse backgrounds will serve children and enhance the profession.

Another extra effort to meet the needs of a diverse student population led to the first *NASP Directory of Bilingual School Psychologists.* This unique resource for school systems and others identifies school psychologists who are available to work with non-English speaking students and their families. The *Directory* lists more than 400 bilingual school psychologists from across the country, collectively representing over 30 languages.

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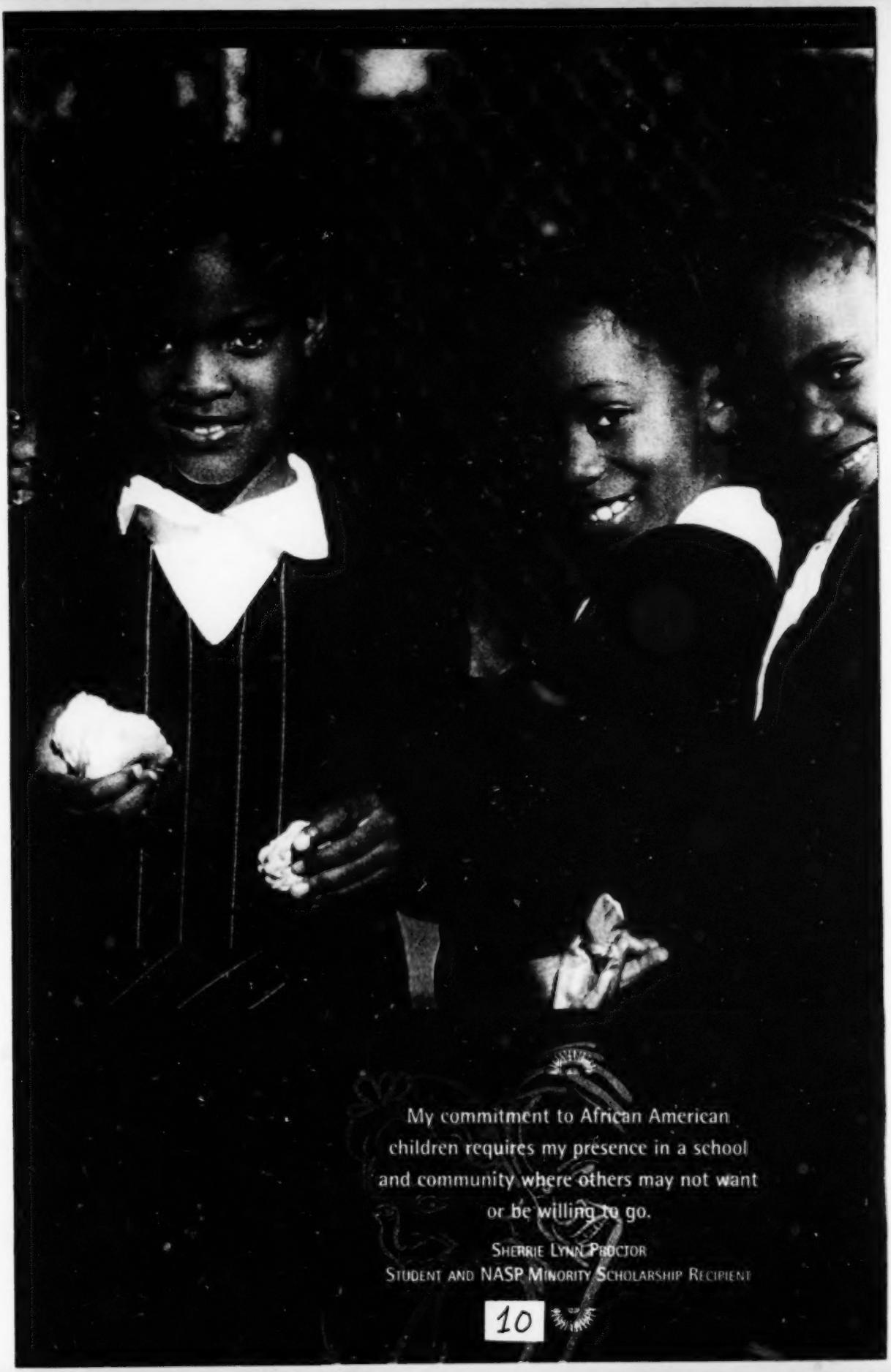

My commitment to African American children requires my presence in a school and community where others may not want or be willing to go.

SHERRIE LYNN PROCTOR
STUDENT AND NASP MINORITY SCHOLARSHIP RECIPIENT

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Support for the Profession CONTINUED

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The NASP publications program continued to play a major role in identifying and providing information on best practices in school psychology. Carried by over 600 libraries, the quarterly *School Psychology Review* is the world's second largest psychology journal. *The Communiqué*, published eight times a year, is a 36-page newspaper covering the latest in news and innovative practices. Professional books and software, authored by leaders in school psychology, developmental psychology, and educational psychology, are expanding to meet the growing needs of the profession. The best sellers, *Children's Needs II* and *Best Practices in School Psychology III*, continue to be among the most comprehensive reference books in the profession. NASP has also utilized the newest technologies in electronic publishing with a growing list of books available on CD-ROM and via the Internet.

The newest NASP publication, *Helping Children at Home and School: Handouts from Your School Psychologist*, provides over 150 reproducible handouts on a range of topics. The handouts feature easy-to-use, research-based information applicable within both regular and special education programs and have proven to be an invaluable resource to the entire school community.

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Support for the School Community

NASP quickly emerged as a leader in the area of crisis intervention with its swift and comprehensive response to the tragic school shootings in Paducah, KY; Jonesboro, AR; Edinboro, PA; and Springfield, OR. The NASP National Emergency Assistance Team (NEAT), working in close collaboration with the National Organization for Victim Assistance, was on site within hours to alleviate the intense grief and anxiety brought about by these tragedies.

School psychologists also used their considerable expertise to provide educators with information to connect with every child—particularly those who are isolated and troubled. At the request of President Clinton, NASP brought together teachers, principals, administrators, mental health providers, law enforcement and many others to develop the publication *Early Warning Signs, Timely Response: A Guide To Safe Schools.* This research-based, yet easy-to-use, booklet has now been distributed to every school in the country by the U.S. Department of Education.

Accepting and understanding student diversity has become one of the most important aspects of creating a safe school environment. NASP gathered leaders from around the country to meet at the Carter Presidential Center in Atlanta to strategize about the most effective ways to promote tolerance. The result was a comprehensive tolerance curriculum that teaches children valuable pro-social and pro-tolerance skills.

Every day NASP supports the school community by promoting the needs of children through public policy. With the historic reauthorization of the Individuals with Disabilities Act (IDEA) on June 4, 1997, the education community was faced with the challenge of implementing this law to improve the lives of children with disabilities. NASP members testified at U.S. Department of Education hearings around the country to give valuable feedback on the IDEA regulations. Through its ongoing work with national coalitions such as the Consortium for Citizens with Disabilities, the Committee for Education Funding, and the National Coalition for Parent Involvement in Education, NASP strengthens the links between special and regular education policy and ensures a strong federal role in public education.

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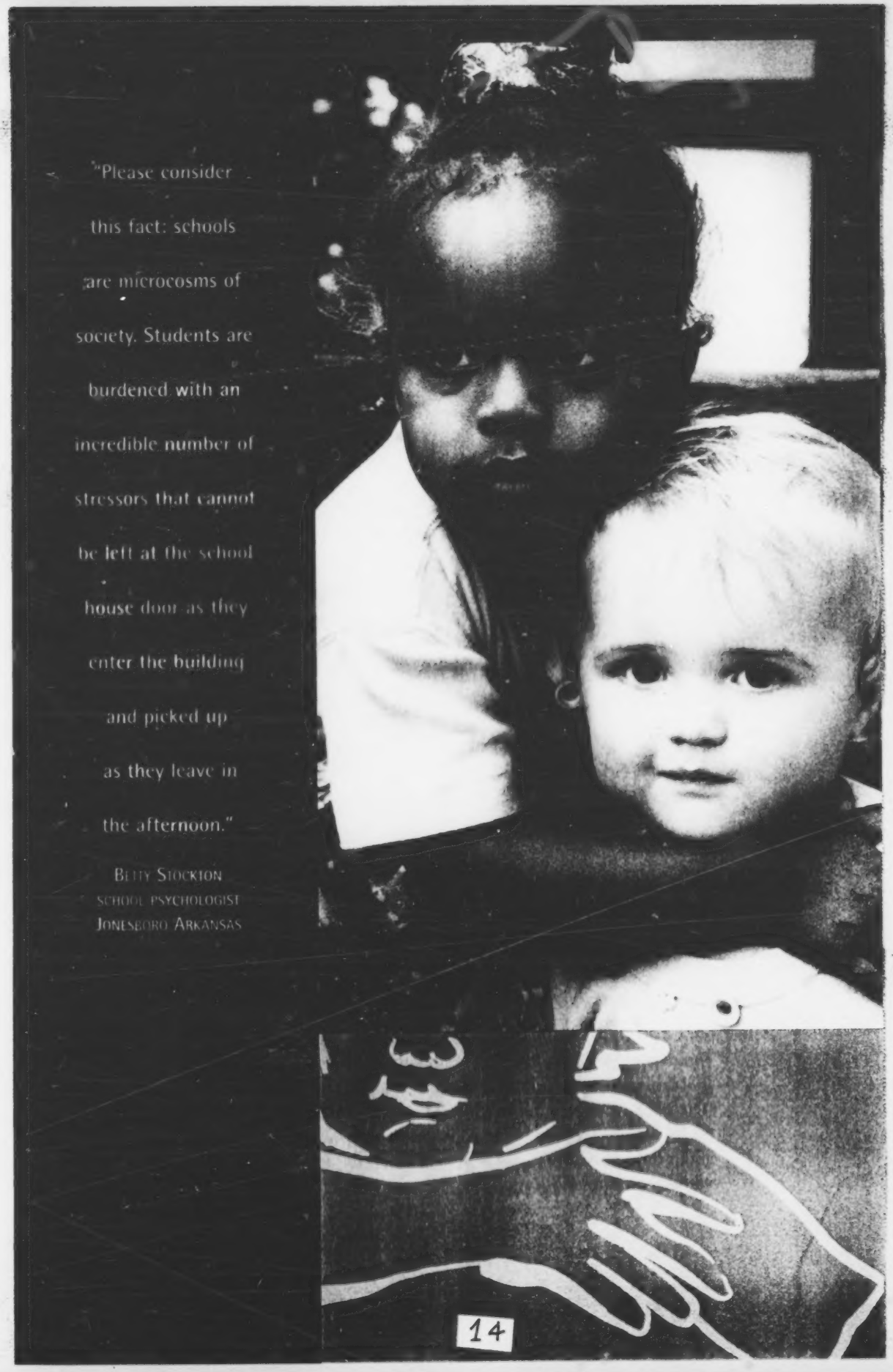

"Please consider this fact: schools are microcosms of society. Students are burdened with an incredible number of stressors that cannot be left at the school house door as they enter the building and picked up as they leave in the afternoon."

BETTY STOCKTON
SCHOOL PSYCHOLOGIST
JONESBORO ARKANSAS

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Support for Parents and Families

NASP has a strong tradition of serving an audience broader than its own members. Providing the necessary supports for parents and families is central to the Association's mission. The problems of school failure, classroom disruptions, violence and drug abuse have increased during each decade over the past 30 years, placing a greater burden upon families, children, schools and communities. At the same time, schools are raising standards for graduation, often without concurrently improving instruction, classroom management, or school climate. In light of these challenges, NASP created the National Mental Health and Education Center for Children and Families (the NASP Center), a public service program designed to highlight best practices in education and mental health that build upon strengths, understand diversity, and support families.

The inaugural event for the NASP Center presented some of the country's most innovative school-based model programs to policymakers and allied groups. Published in *Exemplary Mental Health Programs: School Psychologists as Mental Health Providers* and highlighted at both the NASP Center event and on its web page, the model programs feature the effective work school psychologists do with others to foster parent involvement, conflict resolution and social skills training. This compilation of research-based and evaluated mental health programs was developed in response to the need expressed by policymakers and administrators for prevention and intervention programs that really work.

The NASP Center distributed more than 10,000 free publications to parents and families, teachers, administrators and policymakers throughout the country during its first year of operation. It was visible at the National Parent Teacher Association Convention and at other national conferences, placing resources directly in the hands of parents and educators. The NASP Center also developed a state-of-the-art web site, allowing users to browse and download materials, and link to other important resources.

Publications distributed by the NASP Center feature collections of articles for parents and teachers focusing on important school issues such as attention problems, grade retention, school phobia, crisis intervention, and discipline. The NASP Center's publication *Behavioral Interventions: Creating a Safe Environment in our Schools* provides valuable information to school districts about implementing the new interventions required by the 1997 Individuals with Disabilities Education Act.

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The role of the school psychologist is critical for the well being of our children. NASP's Mental Health and Education Center for Children and Families keeps me abreast of the issues facing children and families. It's an important form of information and communication.

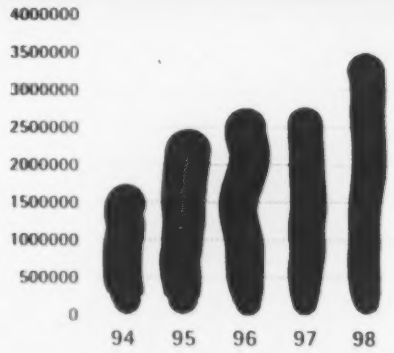
Sue Ferguson, Chair of the National Coalition for Parent Involvement in Education

Financial Information

As membership in the Association has increased, so has its financial strength. The combined assets of the National Association of School Psychologists and the Education and Research Trust increased by 101% over the past five years, from $1.7 million in June 1994 to $3.5 million in June 1998. Over the same time period, net assets increased by 181%, from $610,000 at the end of FY94 to $1.7 million at the end of FY98. That achievement has been possible for several reasons: first, NASP's revenues have been stable and diversified, increasing by 33% over the past five years. In addition, NASP's commitment to its members has resulted in a 23% increase in membership, from 17,062 members to 20,902 members. Membership dues are a major source of revenue for the Association, accounting for about 50% of total revenue during FY98. Finally, expenses have been closely monitored to ensure that the budget goals set by the Executive Council are met; as a result, expenses have increased by only 49% over the past five years.

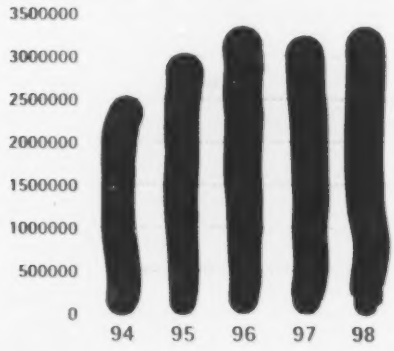
Audited financial statements for the National Association of School Psychologists are available for review at the Association's Bethesda, MD office.

NASP Consolidated Five-Year Membership and Financial Trends



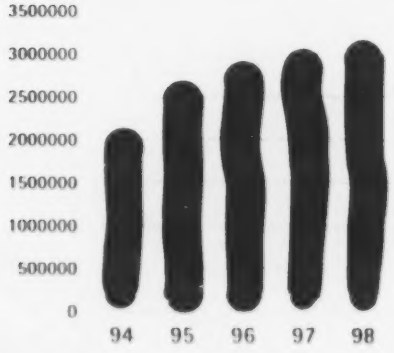
NASP's Assets

FY94	1,744,959	
FY95	2,482,252	
FY96	2,758,071	
FY97	2,773,261	
FY98	3,506,991	101% Increase



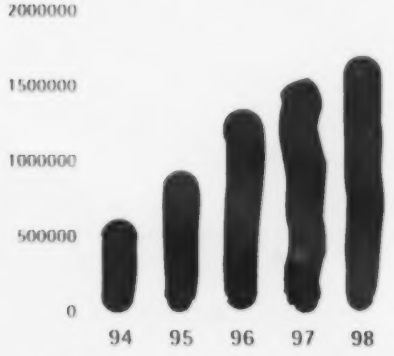
NASP's Revenues

FY94	2,523,657	
FY95	3,019,991	
FY96	3,350,258	
FY97	3,261,474	
FY98	3,361,826	33.2% Increase



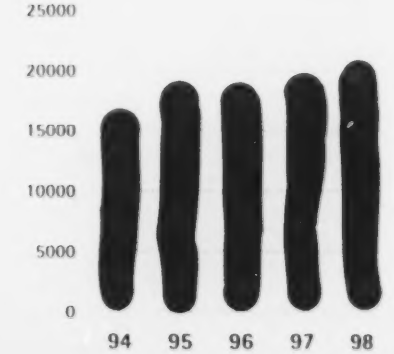
NASP's Expenses

FY94	2,134,231	
FY95	2,697,236	
FY96	2,932,659	
FY97	3,080,156	
FY98	3,178,431	48.9% Increase



NASP's Net Assets

FY94	610,284	
FY95	931,700	
FY96	1,346,938	
FY97	1,532,771	
FY98	1,716,166	181.2% Increase



NASP's Members

FY94	17,062	
FY95	18,979	
FY96	19,148	
FY97	19,656	
FY98	20,902	22.5% Increase

1998-1999 Officers and Directors

Alex Thomas, NCSP • President

Kevin Dwyer, NCSP • President-Elect

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